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ABSTRACT

This document discusses issues of gender equity in the workplace which are pertinent to the high school counselor. The first chapter provides guidelines for helping students to understand gender equity issues. These guidelines include asking the students if they would have the same career goals if they were of the other sex and challenging the students to name three nontraditional careers they would consider. Next, a gender equity awareness quiz for educators is presented which assesses whether or not the educator has sufficient background information to provide a non-biased classroom atmosphere. The second chapter provides facts and figures on gender equity, including definitions of gender and pay equity, Alabama workforce statistics, pay equity factsheets from the National Council on Working Women, and inroads made by women in particular jobs. Vignettes of women who entered traditionally male occupations are given in chapter 3. Chapter 4 is a resource directory of individuals, agencies, publications, and audio-visual materials on gender equity issues. The Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, and the Pregnancy Discrimination Act are discussed. The fifth chapter discusses the involvement of Nunnelley College (Childerburg, Alabama) in gender equity issues and its policy of gender equity. (ABL)

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Understanding Gender Equity In The Workplace

A HANDBOOK FOR COUNSELORS

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Understanding Gender Equity In The Workplace

A Handbook For Counselors

Nunnelley State Technical College

Childersburg, Alabama

June, 1988

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James H. Cornell, Ph.D
President

Thomas R. Morris
Dean of Instruction

Letter from the President

We at Nunnelley College are proud to participate in this state Gender Equity Project and to prepare for counselors this handbook.

We see the education of all young people, regardless of sex, as our mission. We seek the best in people before we seek a specific gender -- it is our hope that the high school students of today and tomorrow will also first seek the best in themselves, bound by no biases, restricted by no stereotypes. It is also our hope, that those of us who may influence these young people in their choices, will do so with an open mind and an encouraging spirit.

In this handbook, we have compiled resources to help high school counselors in this endeavor, but we have not done it alone. It is with great appreciation that we say thank you to the men and women who served on our Advisory Board, who provided for us and our readers their unique perspectives and insights into the issue of gender equity in the workplace.

The future of our country lies in adequately educating and training all people. That future is strengthened when men and women alike know that it is theirs for the taking.

Sincerely,

James H. Cornell

James H. Cornell, Ph.D.
President

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FOREWORD

In many ways, we live in a unisex society today. Men and women are legally and most often humanely allowed to participate in any opportunity that interests them. Both men and women have proven their competence and worth in all endeavors of life. Both men and women have shared jobs and responsibilities, only to realize that each brings uniqueness and talent to each task. Both men and women have said, "I respect you," in many ways.

But, in many other ways, men and women remain at odds, unable to reach the compromise that today's world demands, a compromise of different histories, same needs. That compromise must be one of total respect, based on ability, free of gender. That compromise can begin before employment becomes an issue with men and women, when choices are being made, when important decisions must be based on facts, not biases or stereotypes. That compromise must lead to gender equity in the workplace — a workplace shared now by men and women who must prepare for it in their high school years.

As a counselor, you have enormous influence over these young men and women in those high school years. It is your opportunity to dispell their fears and stereotypes, to expose them to a world open to their talents and abilities, to encourage them to pursue their goals — regarless of their gender.

Toward that end, we have prepared this handbook for you. It is not intended to lecture, instruct, chastise or criticize. It serves as a resource, to inform and explain. Please use it as you see fit.

In the first section, we have tried to understand your position and state your importance in the lives of the young people you see each day. It is important for you to understand gender equity if you are to promote it to your students.

Secondly, we have given definitions to help explain "gender equity in the workplace". The explanations and accompanying information tip heavily toward *women's* equity in the workplace only because history made that distinction and we must deal with the inequalities as they exist. However, we understand that men as well suffer discrimination and bias, and that we seek to change, also.

Next, we share with you some success stories that have been shared with us. The people in these stories have seen firsthand gender equity at its best — working for employer and employee.

We have also provided for you a Resource Directory of agencies, people, publications and audio/visual aids as well as brief highlights of the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964 and the Pregnancy Discrimination Act.

Finally, we provide information on our services at Nunnelley College — from counseling to job placement assistance — all designed to bring out the best in all of our students.

We encourage you to use the information provided here, to duplicate any parts you wish, and to share it with your co-workers and students. Gender Equity today has become a part of our lives, a part of our workplace, and a part of our education — for everybody.

Understanding Gender Equity In The Workplace

A Handbook For Counselors

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I. WHAT GENDER EQUITY MEANS TO YOU

When a student comes to you for counseling, the student's future may be in your hands. Because you have such a powerful influence over these young men and women, we know that you want them to know about every opportunity open to them. Sometimes, though, because of long-standing stereotypes that so many of us grew up with, these students may not be aware of the possibilities available to them. They may not even consider certain occupations or professions because of their gender. That's where you can help.

By being aware of the choices open to your students, you can help them make the right choices, based on correct information, free of misconceptions about "men's work" and "women's work". That's why we have supplied you with the information in this handbook, so that you can understand the status of gender equity in the workplace in America and help your students to understand it, too.

We offer these guidelines:

(1) Ask the student how she has prepared for her future — what classes has she taken, what jobs has she held, what plans has she made — and then ask if that preparation is consistent with her ideals. Has she prepared for a career in the field that interests her most?

(2) If he hasn't prepared in any particular fashion, ask the student what his first, second and third choices for a career are. What are his hobbies, what does he read about, what careers does he admire?

(3) Next, ask your student what career or careers she would consider if she were of the other sex. Is the answer different from other answers she has given? Does the student seem surprised by such a question, reinforcing the belief that some careers are one-sex careers only?

(4) Finally, challenge the student. Ask him to name at least three nontraditional careers that he would consider. Then ask him why these choices would be secondary to traditional career choices.

By making your students aware of the availability of all careers, regardless of gender, you are helping them to examine all of their choices before they make one of the most important decisions of their lives. You are helping them to understand that the world is theirs, that no doors are closed. You are helping to advance gender equity in the workplace.

And for your information and assistance, we have included an Awareness Preassessment on gender equity on the next page. You won't pass or fail, but you will be enlightened on this issue that we as educators can ignore no longer.

AWARENESS PREASSESSMENT

Directions: Answer the following questions according to your own beliefs. Each question should be answered *either* True (T) *or* False (F), based upon your own knowledge, attitudes and experiences.

T F 1. Pregnancy and childbirth represent the biggest health reason for loss of employee work hours to the American employer.

T F 2. Young girls tend to have a lower need for academic success than do boys.

T F 3. About one-quarter of all working women are employed in the occupations of typists, secretaries, seamstresses, housekeepers, maids, nurses, receptionists, telephone operators, and babysitters.

T F 4. In recent years women have been becoming members of labor unions in rapidly growing numbers.

T F 5. There are as many wage-earning instructional programs within the traditional female vocational education areas as there are in the traditional male vocational education programs.

T F 6. By 1975, enrollment in Consumer Homemaking programs nationwide was more than 15% male.

T F 7. Research findings suggest that high school women who are career-oriented may be discouraged by secondary school counselors.

T F 8. Married women are usually better adjusted than single women.

T F 9. Examination of adults in textbooks shows men with more than 150 occupational choices and women with ten or less choices.

T F 10. The following statement is a good example of non-biased language - "Mary Wells Laurence is a highly successful woman advertising executive."

T F 11. The education industry is one area in which women and men receive equal treatment.

T F 12. Women earn about 40% of the bachelor's degrees awarded in the United States.

T F 13. In 1972, 39% of the nation's local school board members were women.

T F 14. Available leadership studies of school administrators show that women perform equal to men or better than men.

Using the answer sheet on the following page, give yourself 5 points for each correct answer. A score of 50 points indicates you have sufficient background information to provide a non-biased atmosphere in your classroom.

Answers To Exercise

1. False. More work hours are lost to males with hernias that pregnancy and childbirth.

2. False. Not until the physical changes of puberty occur, along with increased emphasis on social success, academic success for females begin to become less important as a verification of self-esteem. Traditionally this shift continues until academic - vocational achievement is perceived as a threat to the more important social success.

3. True. Women make up 99% of all private housekeepers, 98% of all nurses, 97% of all secretaries, and 95% of all typists. Because these job categories are almost exclusively female, equal pay laws are not effective in raising salaries for these workers. If men begin to enter these traditionally female occupations, the salaries for the jobs should rise as they did when men more frequently became teachers and school workers.

4. False. Between 1966 and 1970 the proportion of working women who were members of labor unions declined, even though women's participation in the labor force increased. The earnings gap between men and women in unions was narrower for white-collar, or service workers, and wider for blue-collar workers.

5. False. There are 29 wage-earning instructional program options within the female - intensive vocational education programs of health, gainful home economics, and office. There are 84 wage-earning options within the male-intensive vocational education programs of agriculture, distribution, technical, and trades and industrial.

6. True. By 1975, male enrollment in Consumer-Homemaking programs was 18.1 percent of the total enrollment nationwide.

7. True. Thomas and Steward (1971) found counselors preferred female clients with traditional career goals. Young (1973) found that counselors choose "masculine" occupations more often for male clients than for female clients with similar characteristics. Pietrofessa and Schlossberg (1970) concluded that (1) women are not encouraged to go into masculine fields and (2) bright women are almost always encouraged to enter traditional female professions such as teaching.

8. False. Fifty percent of married and 30% of single women are bothered by feelings of depression; 44% of married and 24% of single women sometimes felt they were about to go to pieces, 53% of married and 19% of single women were afraid of death, three times as many married women showed severe neurotic symptoms.

9. True. An examination of the images of adults in textbooks indicates that the adult world is a world of men. Men are shown in over 150 occupational roles - they are doctors, chefs, farmers, chemists, waiters, carpenters, pilots, etc.

   Most textbook women are housewives, and the realities and difficulties of managing a household are never shown. When women are shown working, they are depicted as teachers, librarians, sales clerks, and nurses.

10. False. The following is a better example: "Mary Wells Laurence is a highly successful advertising executive". Since men who are successful are never categorized by sex, the original statement gives the impression that it is unusual for a woman to be a successful executive.

11. False. While 70% of the teachers in elementary and secondary schools are women, in the better paying positions in colleges and universities 80% are filled with men. Only 9% of all full professors are women.

12. True. Also 40% of all master's degrees and 13% of all doctorates are women.

13. False. In 1972, a study Commission of the National School Boards Association discovered that only 11.9 percent of the local school board members were women and 39% of the local boards had *no* women members.

14. True. Various studies have shown that women principals were rated higher in terms of noticing potential problem situations and reviewing results of action taken. There were no significant sex differences in other measures of performance.

Adapted from: Harouff, Marge. *Sex Bias and Sex Discrimination in Vocational Education.* Lincoln, Nebraska: State Department of Education, Division of Vocational Education, 1976, pp. 3-6.

II. FACTS AND FIGURES

Gender Equity: the inclusion of men and women in each and every aspect of life, based on their competence and ability instead of their gender.

Pay Equity: the goal of a fair wage-setting process which eliminates sex and race discrimination.

Gender Equity in the Workplace - the practice of fair and equitable employment, promotion and compensation for men and women in all occupations and professions.

There is good reason for it:

The Federal Bureau of Labor Statistics projects that by 1995, between 78% and 82% of women between age 25 and 54 will be in the labor force, accounting for two-thirds of the growth in the force over the next decade.

— In 1986, about one-half of all mothers with children one year old or younger worked. 71% of all mothers had full-time jobs.

— Women are gaining ground in many traditionally male-dominated jobs. Men also are becoming more prevalent in traditionally female-dominated jobs. This integration is healthy for our country and must be accepted by employers and society.

— Employment today is often not a choice or a luxury, but a fact of life for men *and* women. Because women now make contributions in all areas and the law prohibits sex discrimination, gender equity in the workplace is another fact of life.

— Schools and colleges are open to both sexes. All jobs are open to both sexes. The heart of gender equity lies in basing participation in any activity by men and women on their unique capabilities and virtues - not on their gender, a factor they cannot control. Men and women *can* control their ability and should, therefore, be judged on that only.

Pages 6 and 7 detail some Alabama statistics on the workforce. Pages 8, 9, 10 and 11 are fact sheets on pay equity from the National Council on Working Women. Page 12 shows the gains made by men and women from 1975 to 1985.

MAJOR OCCUPATIONAL CATEGORIES
PERCENT FEMALE PARTICIPATION 1980 - 1985

OCCUPATIONAL CATEGORY		PERCENT FEMALES	
Executive, Administrative and Managerial	1980	29.6%	+ + + + + + + + +
	1985	33.4%	★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Professional Specialty	1980	52.9%	+ + + + + + + + + + + + + + + +
	1985	50.9%	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Technicians and Related Support	1980	49.3%	+ + + + + + + + + + + + + + +
	1985	50.8%	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Sales Occupations	1980	46.9%	+ + + + + + + + + + + + + + +
	1985	45.4%	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Administrative Support, including Clerical	1980	76.9%	+ +
	1985	84.2%	★ ★
Service Occupations	1980	63.5%	+ + + + + + + + + + + + + + + + + + +
	1985	66.3%	★ ★
Farming, Forestry, and Fishing	1980	26.5%	+ + + + + + + +
	1985	14.1%	★ ★ ★ ★
Precision Production, Craft, and Repair	1980	7.3%	+ +
	1985	8.9%	★ ★ ★
Machine Operators, Assemblers, and Inspectors	1980	44.9%	+ + + + + + + + + + + + +
	1985	43.6%	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Transportation and Material Moving Operators	1980	6.4%	+ +
	1985	9.0%	★ ★ ★
Handlers, Equipment Cleaners, Helpers, Laborers	1980	17.2%	+ + + + +
	1985	12.7%	★ ★ ★ ★

0% 50% 100%

SELECTED HIGH-DEMAND OCCUPATIONS
1-2 Years Occupational Training Required
(Grade Level 13-14)

Occupation Title	Yearly Job Openings	Entry Level Salary Range
Secretaries	2340	$ 8,882-9,838
Food Service Workers (Except Private Household)	2300	6,988-7,092
Maintenance Mechanics	2050	12,230-13,541
Sewers/Stitchers	1560	7,030-7,196
Bookkeepers	1490	9,090-9,506
*Nursing/Aides/Orderlies/Attendants	1470	7,155
Cooks (Except Private Household)	1375	7,321-7,841
Professional Nurses/Physicians' Assistant	1290	16,000-22,000
Carpenters	940	12,230-13,291
Licensed Practical Nurses	900	10,754-11,024
Accounting Occupations	760	10,961-11,794
Automobile Mechanics	760	10,920-11,274
Typists	710	7,426-8,174
Heavy Equipment Operators	575	12,709-12,938
Heavy Equipment Mechanics	515	12,314-13,770
Police Officers/Detectives	490	16,500
Real Estate Agents/Brokers	430	10,000-25,000-50,000
Electricians	400	13,603-15,954
Gardeners/Groundkeepers (Except Farm)	370	7,324-7,529
Clerical Supervisors	365	10,837-10,899
Restaurant/Cafeteria/Bar Managers	365	17,400
Cosmetologists/Hairstylists	355	9,700-plus tips, etc.
Welders and Flame Cutters	335	10,067-10,442
Plumbers/Pipefitters	305	15,366
Computer/Peripheral Equipment Operators	260	9,152-9,693

*Normally trained on-the-job

Pay Equity—A Fact Sheet

The Problem

In 1985 full-time women workers earned only 64¢ compared to every $1.00 earned by men.

This amounted to an $8,430 gap between men's and women's median annual earnings.

	Annual Earnings		Women's Earnings as % of Men's
	Women's	Men's	
1955	$2,714	$4,242	63.9%
1965	3,823	6,375	60.0%
1975	7,504	12,758	58.8%
1980	11,197	18,612	60.2%
1985	15,624	24,195	64.5%

Of all employed women in 1985, 77% were in non-professional occupations: clerical, sales, service, factory, or plant jobs.

According to the Department of Labor, women workers in 1985 were divided into the following occupational categories:

Managerial and Professional	23.4%
Technicians	3.3%
Sales	12.9%
Administrative Support, including Clerical	29.4%
Service	18.5%
Craft	2.4%
Operatives	9.1%
Farm	1.2%

Sex-based wage discrimination results when wage setting is based on the sex of the worker rather than the skills required for the job.

Occupations	1985 Median Annual Earnings*
Secretary (98% female)	$14,508
Painter (94% male)	15,828
Pre-kindergarten & kindergarten teacher (99% female)	14,352
Mail Carrier (83% male)	24,232
Registered Nurse (98% female)	22,568
Electrical equipment repairer (92% male)	25,740
Bank Teller (93% female)	11,388
Shipping Clerk (75% male)	15,704

*Based on median weekly earnings

1985 Mean Annual Earnings as Percent of White Males'

White Males	$28,159	100.0%
Black Males	19,949	70.8%
Hispanic Males	19,692	69.9%
White Females	17,253	61.2%
Black Females	15,459	54.8%
Hispanic Females	14,576	51.7%

Glossary

Pay Equity

The goal of a fair wage-setting process which eliminates sex and race discrimination.

Comparable Worth

The principle that jobs can be compared which may be dissimilar in nature but equal or equivalent in terms of skill, effort, responsibility and working conditions.

Job Evaluation

A process by which individual employers arrange jobs into a rank order according to criteria for the purpose of setting salaries.

Occupational Segregation

There is an arbitrary division of the work force into jobs predominately held by men and those predominately held by women. 77% of women workers are in female-intensive occupations which are at the lowest end of the pay scale.

National Committee on Pay Equity

A coalition of over 300 members which provides leadership coordination, information and strategy direction to its members to stimulate advocacy to achieve pay equity. NCWW sits on the board of NCPE.

Pay Equity—A Fact Sheet

National Outlook

FEDERAL

Since 1964 there have been no new federal laws mandating solutions to sex- or race-based wage discrimination. Currently, pay equity proponents are seeking legislation which will study the federal civil service system for discriminatory practices, a task which has not been done since 1918.

■ **99th Congress**

The House of Representatives twice passed legislation that called for comprehensive studies of the federal pay system and the appointment of a Commission to formulate recommendations from the study results. Although a similar bill in the Senate had 33 cosponsors, it failed to reach the floor before the close of the session.

■ **100th Congress**

Representative Mary Rose Oakar (D-OH) and Patricia Schroeder (D-CO) have pledged to reintroduce the Federal/Equitable Pay Practices Act in early 1987. Senator Daniel Evans (R-WA) has stated his willingness to take the Senate bill to the floor for what he believes will be positive action.

Cites for this fact sheet are from:

Bureau of Labor Statistics
Census Bureau
AFSCME
National Committee on Pay Equity
Bureau of National Affairs
Brennan, Thomsen Associates, Inc.

About the Commission: The National Commission on Working Women was created to focus on the needs and concerns of the approximately 80% of women in the work force who are concentrated in low-paying, low-status jobs in service industries, clerical occupations, retail stores, factories, and plants.

STATE

In 1986, pay equity activities at the state level were at an all-time high, 46 states were participating in some form of pay equity research study or implementation.

40 states have begun to study pay equity through research and data collection.

34 states have created task forces or commissions to oversee their preliminary research actions on pay equity.

24 states have conducted or begun to conduct job evaluation studies of their civil service classifications or compensation systems.

14 states have begun to implement pay equity by appropriating wage increases for those workers in underpaid jobs who are found to be the victims of gay inequities.

Connecticut	Minnesota	South Dakota
Florida	New Jersey	Vermont
Idaho	New York	Washington
Iowa	New Mexico	Wisconsin
Michigan	Oklahoma	

4 states remain where no formal action has been taken toward achieving pay equity. They are: Arizona, Arkansas, Georgia, and Delaware.

WOMEN AT WORK

The NCWW encourages broad distribution of this fact sheet. Those interested in reproducing it are simply required to inform our office. Production of this fact sheet was funded by the Ford Foundation and the American Federation of State, County and Municipal Employees.

National Commission on Working Women 1325 G St., N.W., Lower Level Washington, DC 20005 202-737-5764

Pay Equity—A Fact Sheet

Remedies

Collective Bargaining

Since the early 1980s, successful negotiations have resulted in immediate salary upgrades, implementation of job evaluation systems, and wage increases.

ITEM Iowa: In 1985, AFSCME Council 61 negotiated pay equity upgradings for 8,000 state workers holding jobs in 155 job classifications.

Legislation

Since federal law already prohibits wage discrimination in the public and private sector, new legislation seeks remedies. Laws are diverse and range from simple statements of commitment to wage equity to complex mandates for job evaluation studies and dollar appropriations.

ITEM Minnesota: In 1982, the state of Minnesota passed a pay equity plan for 30,000 civil service employees. The cost of implementing the plan was $33.4 million, which amounted to 4% of the state's annual budget, a percentage which was spread out over four years.

Voluntary Initiatives

Some employers have voluntarily taken actions to remove wage discrimination from their workplace, avoiding the time, expense, and conflict resulting from lack of action.

ITEM New Jersey: The state abolished grades 1–4 for state employees and increased by one grade all employees in grades 5–8. The state legislature passed a bill in 1986 appropriating $7 million for this purpose.

Litigation

It is important to establish judicial precedent to place more and more cases of unfair wage-setting practices before the courts.

ITEM *County of Washington (Oregon) versus Gunther*: Female prison guards were paid only 70% of the wages of male prison guards, even though the women's jobs had been evaluated by the county at 95% of the men's jobs. The court ruled that the women had a valid sex discrimination case under Title VII even though the jobs were dissimilar.

ITEM *Washington State versus AFSCME*: The court found intentional discrimination against women workers in jobs paying less than men's jobs with equivalent or lesser skill, effort, responsibility and working conditions, as measured by the state's own job evaluation studies. The case was reversed by a three-judge panel in the ninth circuit, but was settled in 1986 while pending review by the full court.

What the Law Says

Currently, three national laws protect working women's wages.

Equal Pay Act of 1963—An employer is required to pay equal wages for men and women who work in the same establishment and whose jobs require equal skill, effort, responsibility and working conditions. Pay differences based on seniority, merit system, or a system that measures earnings by quantity of production, or a factor other than sex, are exempt.

Title VII of Civil Rights Act of 1964—It is unlawful to discriminate on the basis of sex, race, color, religion, or national origin in determining wages. The Act also protects workers from discrimination in hiring and firing, fringe benefits, promotions and training. The Equal Employment Opportunity Commission is responsible for enforcement of Title VII.

The Fair Labor Standards Act—This Act provides for minimum wage and overtime pay for all workers except executive, administrative, and professional employees, who are exempt. The minimum wage stands at $3.35 per hour for the first 40 hours of work. All workers who are not exempt from the Act must receive 1½ times their regular pay for hours in excess of a 40-hour week.

Pay Equity—A Fact Sheet

Obstacles

Despite the fact that sex-based wage discrimination is illegal and that women's annual wages average only 64% of men's, the goal of achieving pay equity faces many obstacles.

High Cost

Obstacle: Opponents claim that the cost of ending pay discrimination will be prohibitive.

Answer: The courts have ruled that cost may not be a consideration in correcting discriminatory practices. So far, pay equity settlement costs in the public sector have amounted to 2% to 4% of the payroll. In the private sector, wage adjustments have been 2% of the payroll.

Cultural Bias

Obstacle: Women's work both at home and in the work force is undervalued. The predominance of women in any job results in lower pay compared to what the job would be paid if it were done by men.

Answer: Wage-setting must be freed of the burden of sex role stereotyping. Wages for female-dominated jobs such as nurse, teacher, childcare provider, waitress and secretary must reflect skill, effort, respect and working conditions as criteria, not the sex of the worker.

Theory of the Market

Obstacle: Theoreticians claim that wages are set by the free market forces of supply and demand.

Answer: Employers set wages using several factors of which market value is only one. Others include internal equity, pay progression methods and competitive structure. The external market does not exist independently; it is created by wage-setting decisions of employers plus the constraints placed on it by existing law.

Occupational Segregation

Obstacle: Despite equal opportunity laws and affirmative action, the work force remains divided into traditionally male and female jobs. Statistics show that female-dominated jobs pay the lowest wages.

Answer: Where training and acceptance into non-traditional jobs is positive, equal career paths prove to be good business. However, men often refuse to move into female jobs because of low wages. This lack of crossover perpetuates a two-tiered wage system and prevents employers from full and effective use of their human resources.

Fear of Lowered Male Wages

Obstacle: Opponents claim that if women are paid more, men will be paid less.

Answer: It is illegal under the 1963 Equal Pay Act to reduce workers' pay to eliminate illegal salary differences. Pay equity will result in wage increases for all persons in underpaid jobs, benefitting both men and women.

Theory of Apples and Oranges

Obstacle: Opponents say that dissimilar jobs cannot be compared for the purpose of wage setting.

Answer: The wages of two out of three American workers are set by job evaluations which compare dissimilar jobs. The nation's largest employer, the federal government, has set wages by rating different jobs using the same numerical system for nearly 40 years.

Inroads by women in jobs across USA

Here's a look at various occupations, showing the change in percentage of women holding jobs, many of them traditionally held by males.

WOMEN ON THE INCREASE

Occupation	1975	1985
Architect	4.3	11.3
Bartender	35.2	47.9
Bus Driver	37.7	49.2
Cab Driver, Chauffeur	8.7	10.9
Carpenter	0.6	1.2
Computer Programmer	25.6	34.3
Computer Systems Analyst	14.8	28.0
Data Processing Equipment Repairer	1.8	10.4
Dentist	1.8	6.5
Economist	13.1	34.5
Editor, Reporter	44.6	51.7
College/University Teacher	31.1	35.2
Garage, Gas Station Attendant	4.7	6.8
Lawyer, Judge	7.1	18.2
Librarian	81.1	87.0
Mail Carrier	8.7	17.2
Office Machine Repairer	1.7	5.7
Physician	13.0	17.2
Social Worker	60.8	66.7
Telephone Installer, Repairer	4.8	12.8
Welder	4.4	4.8

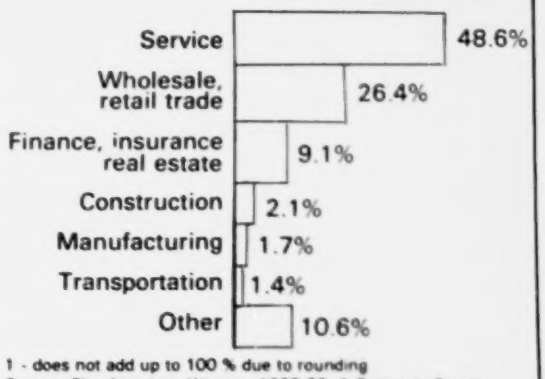
WOMEN ON THE DECREASE

Occupation	1975	1985
Child Care Worker	98.4	96.1
Data Entry Keyer	92.8	90.7
Dental Assistant	100.0	99.0
Elementary School Teacher	85.4	84.0
Registered Nurse	97.0	95.1
Telephone Operator	93.3	88.8
Restaurant Server	91.1	84.0

Source: Women's Research and Education Institute, U. S. Department of Labor

Businesses women own

Nearly half of the businesses owned by women are in the service industry. Here's a breakdown: [1]



1 - does not add up to 100 % due to rounding

Source: *The American Woman, 1987-88, A Report in Depth*

By J. L. Albert, USA TODAY

FRANCES MEEKS

Frances Meeks is president of the Sylacauga Business and Professional Women's Club. This is her story.

"For years, I have been aware of the many privileges and opportunities we share because we live in our great United States of America. This awareness was intensified greatly during my recent visit to an oppressed country dominated by a communist government. Receiving a firsthand view of the workplaces, I saw the gloom and dispair, lack of hope for advancement, and lack of incentive to do a good job. Their method of approach to gender equity is not the answer to the problem. I was reminded again of how fortunate we are to live in this great country and have opportunities for advancement.

"A few years ago, it was the expected role of the woman to stay at home, take care of the children and family needs but to leave the family financial matters to the man. Today, due to constant changes in our family structure, changes in economic conditions and changes in society's view of the woman's expected role, this is no longer realistic. Either by choice or otherwise, many women are contributing to the family income.

"Whether we approve or not, the number of women forced to provide the only economic security for the family is rapidly increasing. In the interest of our country's economy, opportunities OTHER THAN WELFARE need to be made available to women to allow access to the workforce. Education and opportunities must fill this need as a necessary factor in our economic growth; otherwise, our welfare rolls will increase to overwhelming, unrealistic size.

"I grew up in a small family business in which my father had expert knowledge of high quality cutting tools, such as taps, dies, reamers, drills, and other tools used in the operation of a machine shop. Because I was an only child, I was expected to assume the business responsibilities typical of a girl - the paperwork and bookkeeping - and that expected of a boy - learning about the tools we sold.

"I was very diligent at doing a good job and became very knowledgeable about tools. As our business grew and I became older, my responsibilities also included taking our customers' orders by phone and checking the merchandise we received for our stock.

"My efficiency increased to the point that I became knowledgeable enough to make recommendations about tools to our customers. This is where the problem began. It was acceptable to a male customer for a woman to write his order as he gave it on the phone, but NOT acceptable for a woman to answer his questions about the type of tools he needed to use to perform a certain job. As my father grew older and I became more and more efficient and knowledgeable, I assumed more responsibility. This I did willingly, continuing to operate his business during his aging years and following his death.

"Because I had proven my knowledge and ability, salesmen for the tool manufacturers and men in charge of machine shops in large manufacturing plants accepted me as a businesswoman. But many times when a problem existed in a plant that required use of a specialized tool, as a woman, I could be consulted on the phone and asked for recommendations to solve the problem but, as a woman, I could not go into the shop to see the problem firsthand. PROFESSIONAL GENDER EQUITY HAS NOT ARRIVED.

"It is my hope that the future holds better working conditions for our daughters and granddaughters, not in terms of being able to go into all parts of manufacturing plants. That is insignificant. The important and significant elements needed are pay equity, economic self-sufficiency and security, and equity in the workplace.

"In haste I add that I resent women in the business world who display the attitude that they expect the world to make excuses for their failures because they are women. This attitude delays acceptable professional gender equity. Honesty, integrity, concern for other people, and a professional attitude are the key elements necessary for long-term achievements and success, regardless of gender."

III. SUCCESS — HOW IT WORKS

Success in a career is something that all human beings want and deserve, regardless of what career they choose. For some people who choose nontraditional careers, the road to success can be bumpy but also positive. Following are a few stories to show just how gender equity in the workplace can work for everybody.

JEANETTE KING

Jeanette King of Fayetteville is a graduate of Nunnelley State Technical College. Jeanette always had one interest, and she trained to accomplish her goals, even though they may be nontraditional.

"I just always wanted to build cabinets," Jeanette says matter-of-factly. And that's exactly what she does.

Jeanette has been with MADIX in Goodwater for four years, working in the laminating department of the cabinet shop. She is the only woman in her shop area.

"I think I'm well-adjusted," Jeanette said, and she has some words of advice for other women.

"Go for it — even if it's something different, if you think you'll enjoy it."

Jeanette says that the men she works with are helpful and cooperative. She has proven her ability — and her determination.

"I just like to do it perfect, and I want a good job done."

GAIL PERKINS

Gail doesn't really know the meaning of nontraditional work — it's all she's ever done.

A front-end loader operator at Georgia Pacific Corporation in Talladega, Gail has simply followed her interests that led her to a nontraditional career.

"I was always interested in the outdoors and fascinated by heavy equipment. I like a challenge," Gail said. She is the only woman in her capacity at the Talladega operation, and she earned her current job four years ago on a bid.

Though Gail was counseled in high school to become a secretary, she knew that another choice was right for her. Though her job is different for women, it was Gail's choice.

"Some people think it's hard, but it's not. A job is what you make it, and you have to put your best into anything you do."

Gail has worked at several male-dominated jobs at Georgia-Pacific and has one more area she wants to conquer — the electrical department. Her enthusiasm is unending for herself and other women.

"I would tell other women, that if they saw something they liked, don't hesitate to try it, regardless of what others say, because they'll never know if they don't try."

Gail's daughter is still a child, but her mother will make sure that her choices are always open.

"I'll encourage her in whatever interests her."

BRUCE ATKISSON

Talladegan Bruce Atkisson graduated from Nunnelley's Practical Nursing Program in 1984, and he has never regretted his decision to pursue a career in nursing.

Bruce's great-aunt influenced him in his career choice with her recommendation of nursing as a very rewarding and gratifying field. "I have found what she said to be true," Bruce said, "and I recommend the nursing profession to other men and women."

Bruce is employed with Citizens Hospital in Talladega where he is obviously outnumbered by women. But he enjoys his work and has found that working with females is no problem and that most are very receptive to male nurses.

"I've never been aware of any prejudice from the hospital administration, co-workers or patients," Bruce said.

Instead, he and his female co-workers work together, assisting each other to provide the best care for the patients.

"As an employer, I have found Bruce to be an asset to the nursing field. He is very congenial, outgoing, and the patients accept him readily. Bruce works exceptionally well with co-workers, supervisors and ancillary personnel in taking care of the patient," said Mary Jim Calhoun, director of nurses at Citizens Hospital.

KATHY HANEY

Manufacturing is one world that women have yet to conquer, but some women are making amazing accomplishments.

Management positions in manufacturing at Avondale Mills, Inc., have traditionally been offered only to men with college degrees who usually start at the bottom and spend at least two years in a training program, with several transfers and relocations to various parts of the company. Few women have entered the training program.

But in 1976, Avondale hired its first female management trainee — 25 year-old Kathy Haney from Ashville, North Carolina. Kathy did not earn her college degree until 1980 when she graduated from North Carolina State University with a bachelor's degree in textile management.

During the past ten years, Kathy worked as a shift supervisor in the spinning and carding departments of the Avondale Plant in Rockingham, North Carolina. She was the first woman to be a supervisor in carding, an area where the work is so physically demanding tht few women are ever assigned to it. She later became shift supervisor at the plant in Burnsville, North Carolina.

By showing great potential as a supervisor, Kathy was promoted to department manager of spinning in Walhalla, South Carolina. Two years later, she was transfered back to the Burnsville Plant and assumed the responsibilities of department manager of carding.

There are few women in the Avondale organization who have achieved more than Kathy Haney. In manufacturing, she has certainly advanced farther than any other female in the history of the company. Kathy achieves so much by setting her goals high and proving to others that a woman *does* have what it takes to do a job as well as a man.

BRENDA D.

Brenda was certified as a CPA after graduating from the University of Alabama. In 1972, she was working for a public accounting firm in Birmingham as a field auditor. One of Brenda's clients was Elastic Corporation of America, located in Columbiana. ECA is a division of a large New York Stock Exchange public corporation with approximately 25 operating divisions throughout the United States.

Each of the local divisions has a local controller who reports to the corporation's headquarters in Boston for the proper accounting reports for the Internal Revenue Service and the Securities Exchange Commission. All of the local controllers are also involved in local management, financial planning, budgeting and keeping of the company's complete accounting records.

In a management reshuffle at ECA in Columbiana, vice president Bernard Wedge needed to fill the controllership. In the search, Mr. Wedge called Brenda to seek her help in locating some applicants. After two or three conversations, Brenda asked if she could apply for the job.

"I told her, 'of course, I don't mind at all, I just had not thought of a woman, but why not,'" Mr. Wedge said.

The Boston executives were also surprised when Brenda's application was forwarded to them — surprised that the Alabama firm would consider a woman for the full controllership and accounting and financial functions of the complete operation that included multi-plants and income potential of $20 to $35 million in sales.

The executives were surprised, but also impressed. The approval was given, and Brenda assumed her responsibilities in the summer of 1972.

"Brenda moved into the controller function at a time of rapid growth for the corporation and worked extremely well with the management of the company and became, in the total corporation, the best of the controllers at any of their local outlets. She was essential in turning the company toward the complete system of data processing during the 1970's, when data processing was becoming more important at all locations for the further success of business operations," Mr. Wedge said.

Brenda stayed with ECA in Columbiana for eight years as the complete controller in charge of all financial operations. She left the company when she and her husband formed their own extremely successful CPA corporation.

IV. RESOURCE DIRECTORY

PEOPLE

Ann Turnham Smith
Displaced Homemaker Coordinator
Department of Postsecondary Education
THE ALABAMA COLLEGE SYSTEM
4505 Executive Park Drive
Montgomery, AL 36116
(205) 244-7900

Amanda Smith
Management and Education Consultant in Sex Equity
Route 2
Winkler Road
Durham, NC 27712
(919) 471-4337

Sara Lou Connell
Director, Federal Projects and State Gender Equity Projects
Nunnelley State Technical College
P. O. Box 389
Childersburg, AL 35044
(205) 378-5576

Dr. Minnie C. Miles
Alabama Federation of Business & Professional Women's Clubs
57 Beach Hills
Tuscaloosa, AL 35404

Jane Culbreth
Leeds Business & Professional Women's Club
Leeds City Council
P. O. Box 427
Leeds, AL 35094
(205) 699-8428

AGENCIES

Materials from the following organizations provide a wealth of information on various topics dealing with sex discrimination, stereotyping and bias. Neither the list nor annotated information should be considered comprehensive. Some of the organizations deal mainly with sex discrimination and stereotyping in education while others have a broader base of interest.

ABT Publications
55 Wheeler St.
Cambridge, Mass. 02138

Kit for career guidance with resource lists.

AD-HOC Committee For Women And Girls In Education K-12
3409 S. W. Trenton St.
Seattle, Wash. 98126

Information on eliminating sexism in public schools.

Advocates For Women
654 Market St.
San Francisco, CA 94104

An organization working on credit discrimination & helping women start their own businesses.

American Association For Health, Physical Education And Recreation (AAHPER)
1201 16th St., N. W.
Washington, D. C. 20036

Information on women in sports.

American Association of School Administrators
Sex Equality in Education
1801 N. Moore St.
Arlington, VA 22209

A handbook series for the school administrator.

American Council On Education
One Dupont Circle, N.W.
Washington, D. C. 20036

Booklet on careers and sex roles

American Federation of Teachers
Women's Rights Committee
1012 14th St., N.W.
Washington, D.C. 20005

Pamphlets and educational classroom materials.

American Home Economics Association
2010 Massachusetts Ave., N.W.
Washington, D. C. 20036

Journal and other publications.

Ann Arbor Public Schools
c/o Marica Federbush
2000 Anderson Ct.
Ann Arbor, Mich. 48104

Project on eliminating sexism in schools.

Asian Women's Center
722 S. Oxford Ave.
Los Angeles, CA 90005

The needs of Asian women

The Association of American University Women
2401 Virginia Ave., N.W.
Washington, D. C. 20037

Women's studies course materials and guides for developing units/courses on sex bias, bibliographies.

Association For Childhood Education International
3615 Wisconsin Ave., N.W.
Washington, D. C. 20016

Information on helping children overcome sex-role stereotyping

Black Women Organized for Action
P. O. Box 5072
San Francisco, CA 94115

Newsletter.

Black Women's Employment Project
NAACP Legal Defense & Education Fund, Inc.
10 Columbus Circle
New York, N. Y. 10019

Research & educational materials.

Black Women's Institute
National Council of Negro Women
1346 Connecticut Ave., N. W.
Washington, D. C. 20036

Education, research, and service programs.

Brookline Public Schools
Jackie Clement,
Asst. Superintendent for Curriculum & Instruction
Brookline, Mass. 02146

Information on sex stereotyping in the school

Bureau of Labor Statistics
U.S. Department of Labor
Washington, D.C. 20210

Business & Professional Women's Foundation
2012 Massachusetts Ave., N.W.
Washington, D. C. 20036

Bibliographies and descriptions of books, reports on women and women in management; bi-monthly newsletter.

Center For The American Women In Politics
Eagleton Institute of Politics
Rutgers University
New Brunswick, N. J. 08903

Research materials, model education programs & other material

Center For Human Resources
University of Houston
College of Business Administration
Cullen Blvd.
Houston, TX 77004

Materials on equality in vocational education, and project report on Equal Vocational Education.

Center For Vocational Technical Education
The Ohio State University
Columbus, Ohio

Material on girls' preparation for careers.

Center for Women Policy Studies
2000 P Street, N. W.
Suite 508
Washington, D. C. 20036

Project reports.

Change For Children
2588 Mission St. #226
San Francisco, CA 94110

Information stressing the elimination of sex/race stereotyping in preschool through elementary classrooms. Photos of people at work.

Chicana Service Action Center
5340 E. Olympic Blvd.
Los Angeles, CA 90022

SAC Newsletter.

Citizen's Advisory Councils On The Status Of Women
1249 National Press Bldg.
Washington, D. C. 20004

Booklet on assessing sex discrimination in public schools. Addresses of local councils.

Committee To Study Sex Discrimination
c/o Jo Jacobs
832 Garland Ave.
Kalamazoo, Mich. 49008

Recommendations to reduce sex/race stereotyping in school.

Connecticutt Public Interest Research Group
P. O. Box 1571
Hartford, CT 01601

Booklet on sex bias in elementary school for parents and teachers.

Department of Mathematics
University of California
Santa Barbara, CA 93106

Survey of women in the field of mathematics.

Education Information Center
North Carolina Department of Public Instruction
Room 352, Education Building
Raleigh, NC 27611

A-V material and booklet regarding sex discrimination in schools.

Emma Willard Task Force on Education
Box 14229
Minneapolis, Minn. 55414

Booklet on sexism in education.

Equal Employment Opportunity Commission
Washington, D.C. 20506

Everywoman's Center
Munson Hall
University of Massachusetts
Amherst, Mass. 01022

Review of educational materials ideas for future projects.

Feminist Resources For Equal Education
P. O. Box 185
Saxonville Station
Framingham, Mass. 01701

2 sets of 8½ x 11" posters of women in nontraditional jobs.

Highline School District
L. L. Glennon
Project Equality
15675 Ambaum Blvd., S.W.
Seattle, WA 98166

Career education materials.

Illinois Teacher
351 Education Building
University of Illinois
Urbana, IL 61801

Journal for home economics teachers with some issues that deal with sexism, sex roles, family life, etc.

Integrated Education Associates
Northwestern University
2003 Sheridan Rd.
Evanston, Illinois 60201

Materials discussing sex bias in school leadership.

Kalamazoo Public Schools
Instructional Media Department
1220 Howard St.
Kalamazoo, Mich. 49008

Reports and evaluation of some education materials.

KNOW
Box 68031
Pittsburg, PA 15221

Wide variety of booklets and reprints.

Learn Me, Inc.
642 Grand Ave.
St. Paul, Minn. 55105

Catalog of materials for teachers, parents, children all screened for sex, race bias.

Men's Center
Jones Library
University of Massachusetts
Amherst, Mass. 01002

Anthology.

Men's Resource Center
3520 S. E. Yamhill
Portland, Oregon 97214

Slide show rental, monthly paper *Changing Men.*

Mind Openers
P. O. Box 2948
Rockridge Station
Oakland, CA 94618

Twenty photos of people in expanded roles.

Minority Women Employment Program
40 Marietta St., N. W.
Suite 808
Atlanta, GA 30303

Resource services - professional work & promotion for minority women.

Monitor
Ms. Anita M. Miller, Executive Director
Institute for Studies in Equality
926 J. St., Suite No. 1014
Sacramento, CA 95814

Mailing list.

Monroe County Cooperative Extension
Home Economics Division
249 Highland Ave.
Rochester, N.Y. 14620

Resources on sex-role stereotyping.

National Black Feminist Organization
285 Madison Ave.
Rm 1720
New York, N.Y. 10017

Annotated reading list.

National Commission on Working Women
1325 G. Street NW, Lower Level
Washington, D.C. 20005

National Council on Family Relations
1219 University Ave., S.E.
Minneapolis, Minn. 55414

Annotated bibliography of sources in family life field, reprint on teacher education for family life & sex education courses. Also publishes *Journal of Marriage and The Family* and *The Family Coordinator*.

National Council for Social Studies
1201 16th St., N.W.
Washington, D.C.

Women in history texts.

National Council of Teachers of English
111 Kenyon Rd.
Urbana, IL 61801

Guidelines for nonsexist language usage.

National Education Association / Resource Center on Sex Roles in Education
1201 16th St., N.W.
Washington, D.C. 20036

Publishes *Research Action Notes*; write to be put on mailing list. Also papers, HEW reports, reprints, guidelines for Title IX complaints, brochures of print and A-V materials, resource lists.

National Institute of Education
Education & Work Group
1200 19th St., N.W.
Washington, D.C. 20208

Papers with bibliographies, information on sex bias in testing.

National Organization for Women
National Office
Suite 1001
425 13th St., N.W.
Washington, D.C. 20004

Write for available materials and address of local chapter.

Nebraska Commission on the Status of Women
Ms. Jean O'Hara, Executive Director
P. O. Box 94985
301 Centennial Mall South
Lincoln, Nebraska 68509

Information on sex fairness in career education.

New Mexico Commission on the Status of Women
Suite 811
Casa del Sol
600 Second St., N.W.
Albuquerque, NM 87102

Mailing list.

New York State Education Department
Division of Curriculum Development
Albany, N.Y. 12234

How to review classroom materials for sex stereotyping.

NOW Legal Defense & Education Fund
9 West 57th St.
New York, N.Y. 10019

Litigation, research and other information.

Office for Civil Rights
U. S. Dept. of HEW
Washington, D.C. 20201

Write for list of available materials and address of local office.

PEER, Project on Equal Education Rights
NOW Legal Defense & Education Fund
1029 Vermont Ave., N.W.
Suite 800
Washington, D.C. 20005

Information on enforcement of Title IX, vocational preparation materials.

Pennsylvania Department of Education
Jeanne Boydston
Deputy Secretary's Office
Box 911
Harrisburg, PA 17126

Guide to eliminating sexism in schools, listing of other publications.

Peoria Chapter Education Task Force, NOW
904 E. Nebraska St.
Peoria, IL 61603

Booklet on sex stereotyping in elementary school career awareness materials.

Project on Sex Equality in Guidance Opportunities
American Personnel & Guidance Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Information on sex equality in education and workshops.

Project on the Status & Education of Women
Association of American Colleges
1818 P St., N.W.
Washington, D.C. 20009

Research surveys on women's issues, bibliographies.

Racism & Sexism Resource Center for Educators
1841 Broadway
New York, N.Y. 10023

Resource services.

Science Research Associates
Dept. of Communications
259 E. Erie St.
Chicago, IL 60611

Newsletter series on sex stereotyping.

SOICC (State Occupational Information Coordinating Committee)
207 Montgomery Street
Bell Building, Suite 400
Montgomery, AL 36130
(205) 261-2990

U. S. Commission on Civil Rights
1121 Vermont Ave., N.W.
Room 410
Washington, D.C. 20425

Civil Rights Digest published quarterly. Spring 1974 issue devoted to women — a multi-cultural approach, contains resource list.

United States Subcommittee on Elementary, Secondary and Vocational Education
U. S. House of Representatives
Rayburn Bldg.
Washington, D.C. 20515

Information on sex discrimination in vocational education.

United States Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

Fact sheets and booklets regarding labor force, Title IX, equal employment. Write for listing.

United States Women's Bureau
Employment Standards Administration
U. S. Dept. of Labor
Washington, D.C. 20210

Booklets on women in careers, labor force and trades.

Union Wage
P. O. Box 462
Berkeley, CA 94701

Bimonthly newsletter on women in trade unions, booklet on how working women have organized from 1824 to today.

WEAL Washington Report
Women's Equity Action League
733 15th St., N.W.
Suite 200
Washington, D.C. 20005

Subscription.

WEEA Project, University of Vermont
Attn: Martha Kent
Burlington, Vermont 05401

Media bibliography.

Women on Words and Images
P. O. Box 2163
Princeton, N.J. 08540

Analyses of T.V. shows, children's readers.

Women's Action Alliance
370 Lexington Ave.
New York, N.Y. 10017

Booklet describing model preschool program, resource lists, photos of men in the nurturing role. Also publishes *Women's Agenda*.

Women's Crises Center
P. O. Box 413
Ann Arbor, Mich. 48106

Information on how to organize a women's center.

Women's Educational Equity
400 Maryland Ave., S.W.
Room 3121
Washington, D.C. 20202

Sample women's studies curriculum on women in cultural perspective.

WEAL Women's Equity Action League
821 National Press Building
Washington, D.C. 20045

Booklets on some areas of sex discrimination in the school, kits on marriage.

Women's Media Alliance
155 E. 77th Street
New York, N.Y. 10021

Materials on sex bias in television, and how to set up a resource center.

Women's History Research Center, Inc.
Library
2325 Oak St.
Berkeley, CA 94708

Distributes microfilmed and printed material on the women's movement.

Women's Rights Project
ACLU
22 East 40th St.
New York, N.Y. 10016

Employment guide for legal rights of women and other information on laws, lobbying, sex discrimination in athletics, and phys. ed.

Women's Task Force
1401 Walnut St.
Berkeley, CA 94709

Report on Berkely unified school district, many teaching activities, value clarification exercises.

YMCA Vocational Readiness Program
YMCA of Los Angeles
1215 Lodi Place
Los Angeles, CA 90038

Small kit on marriage and careers for use with students.

PUBLICATIONS

ADOLESCENTS

"Behind College Aspirations." *Human Behavior*, Feb. 1977, p. 35.

Below, H. I. "Life Styles and Roles of Women as Perceived by High School Girls." *Illinois Teacher*, 1973, 16, 4, p. 292.

Gersoni-Staun, D. *Sexism and Youth*. New York: R.R. Bowker Co., 1974.

Herman, M. *Male-Female Achievement in Eight Learning Areas*. Denver, Colorado: National Assessment of Educational Progress, 1976.

Lockheed, M. E. *The Modification of Female Leadership Behavior in the Presence of Males*. ETS, Princeton, New Jersey, Oct. 1976.

Ries, C. P. "Factors in Career Orientation of College Females." *Illinois Teacher*, 1977, 20, 4, p. 178.

Spence, J. T., Helmreich, R., Stapp, J. "Ratings of Self and Peers on Sex Role Attributes and Their Relation to Self-Esteem and Concepts of Masculinity and Femininity." *Journal of Personality and Social Psychology*, 1975, 32, 1, pp. 29-39.

CAREER EDUCATION

Birk, J. M., Tanney, M.F.,"Career Exploration with High School Women". College Park, Maryland: University of Maryland, 1972.

Bristol Career Education Program. *Reducing Sex-Role Stereotyping Through Career Education: Curriculum Guide and Bibliography*. 985 Farmington Ave., Bristol, Connecticut.

Business and Professional Women's Foundation. *Career Awareness Project*. Washington, D. C.

California Commission on the Status of Women. *When I Grow Up I'm Going to be Married*. Sacramento, California.

Kimmel, M. S. "Education Influences on Career Opportunities for Women." *Teacher Education Forum*, 1974, 2, 13.

Komaski, Kenneth. *Career Education Instructional Materials: A Compendium of Information*. EPIE, 463 West St., New York, New York.

Ober, K., Kearins, K. *Exploring Careers*. Cambridge, Massachusetts: Abt Associates, Inc.

Schlossberg, N. K., Birk, J. M. *Freeing Sex Roles for New Careers*. Office of Women in Higher Education, American Council on Education, 1977.

Splaver, S., *Non-Traditional Careers for Women*. New York: Julian Messner, 1973.

U. S. Department of Labor, Bureau of Labor Statistics. *Career Planning for High School Girls*. Washington, D. C., 1973.

Vetter, Stockburger, Brose. *Career Guidance Materials: Implications for Women's Career Development*. Columbus, Ohio: Ohio State University, 1974, R & D Series 97 CVTE.

Vetter, L., Sethney, B. *Planning Ahead for the World of Work*. Columbus, Ohio: Ohio State University.

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AUDIO-VISUAL RESOURCES

After the First
Teleketics, Franciscan Communications Center, 1229 S. Santee S., Los Angeles, CA 90015
Jr.-Sr. High
Male biased / Stereotyped

A boy hunts with his father for the first time. His father is excited when the boy kills his first rabbit, but the boy is upset by it. The film may be useful for a discussion of values and what happens when personal values conflict with parental or societal values.

Am I Wife, Mother...or Me?
Learning Corporation of America, 1350 Ave. of the Americas, New York, NY 10019
30:38 Min.
Young-Older Adults
Female biased / mixed

A wife-mother struggles to find her own identity. As the woman breaks out of her traditional role in the home to a more expanded role in the working world, her husband cannot accept her new identity. She eventually leaves her home. Should be followed by discussion of what other alternatives the couple had besides dissolving their marriage. Did he/she do the right thing?

Anatomy of a Teenage Marriage
Coronet Instructional Media, 65 E. South Water St., Chicago, IL 60601.
10-12 Grade
Male biased / stereotyped

A teenage couple have a tense marriage that lacks communication. The woman suffers because of guilt about sex and a low self-opinion. Each partner feels rejected by the other until they begin to talk and realize that they are both responsible for the state of their marriage. Not recommended unless to show traditional role expectations and the problems they can create.

Does Anybody Need Me Anymore?
Learning Corporation of America, 1350 Ave. of the Americas, New York, NY 10019
28:50 Min.
11-12 Grade
Female biased / mixed

The film portrays the loneliness and despair of housewives after their children have left home. Roles are stereotyped in the film to show the negative effects of stereotyping and the need for change. Women share their feelings of discontent and begin to find jobs and go back to school. Their husbands do not encourage them but begin to accept the change. Needs to be followed by discussion of how these changes can benefit men's lives too, and what changes they might want to make.

The Emerging Woman
Film Images / Radion Films Inc., 1034 Lake St., Oak Park, IL 60301
40 min.
High school - adult
Female biased / expanded

The movie is a well-documented history of the women's movement in the United States. It shows what changes the women of the past have made and ends with an inspiration to continue to make changes. Needs a follow-up of more recent changes and the increasing opportunities that are available for both men and women today.

The Fable of He and She
Learning Corporation of America, 4600 W. Diversey, Chicago, IL 60639
10:57 min.
5-12 Grade
Balanced/expanded

Film is a light, entertaining animation of the masculine handybars and the feminine mushamels who are separated from each other and have to expand their sex roles in order to survive. When the threat no longer exists, they continue to live according to their expanded roles. Creates an awareness of sex roles within the family and society.

Family
Document Associates, 880 Third Ave., New York, NY 10022
College or selected adult audiences
Balanced/expanded

Margaret Mead is interviewed concerning the future form of the family. Persons from commune and a triad (2 women, 1 man) are interviewed and shown in their family arrangements.

Getting Married
BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404
High School
Balance/mixed

The film stresses the importance of knowing yourself and discussing marital expectations with a future spouse before marriage. Gives three basic marriage types and encourages choosing the one that is right for you.

Gym Period
Teleketics, Franciscan Communications Center, 1229 S. Santee St., Los Angelses, CA 90015
High School
Male biased / stereotyped

A disturbing film about the pressures and effects of male stereotyping. A boy is encouraged by the teacher to climb a rope in order to live up to a stereotyped standard. The film ends with the boy falling from the top. Should be previewed by the teacher and used only when the teacher is sensitive to the topic and aware of the subtly negative factors.

The Human Image: Masculinity and Femininity
BFA Education Media, 2211 Michigan Ave., P. O. Box 1795, Santa Monica, CA 90406
High school - adult

The film centers on a young married couple whose marriage will fail unless they can break away from their stereotyped images of marriage and form a realistic relationship with expanded roles. Since many of the characters in the film are stereotyped and speak out against expansion of roles, the teacher needs to be skillful in guiding discussion to be sure the students understand this is done for effect.

I Only Want You To Be Happy
CRM Educational Films, Del Riar, CA 92014
16 min.
High School
Female biased / mixed

The main characters are a sister who plans to marry, a sister going to medical school, and a traditional mother. Mother and sisters argue over what they should do. Sister who marries may have a greater appeal.

Making It In The World of Work
Film Fair Communication, 10900 Venture Blvd., P. O. Box 1728, Studio City, CA 91604
High School
Balanced / expanded

A series of young people work in various jobs that are nontraditional for their sex. They tell what they do, why they chose that work, and what they want out of life. They stress enjoying your work and doing a good job. The film is realistic and offers good advice for young people.

Married Lives Today
BFA Educational Media, 2211 Michigan Ave., P. O. Box 1795, Santa Monica, CA 90406
High School
Balanced / expanded

Three married couples discuss their nontraditional marriages. Needs further development in class if used.

Masculine or Feminine: Your Role in Society
Coronet Intructional Media, 65 E. South Water St., Chicago, IL 60601
19 min.
High School
Male biased / expanded

The focus of the film is on females in expanded occupations, but it also contrasts males in violent sports to males who are sensitive to other things. The teacher must have an awareness of sex roles in order to discuss.

Men's Lives
New Day Films, P. O. Box 315, Franklin Lakes, NJ 07417
45 min.
9th Grade - adult
Male biased / mixed

The film used interviews with children and men who discuss what it means to be a man. An excellent presentation which reveals a range of values and expectations. Uses famous movie and television film clips and advertisements to demonstrate societal versions of the ideal male. Also discusses the impact of society's economic structure on men's lives. Thought-provoking and highly recommended.

Nobody Important
Teleketics, Franciscan Communication Center, 1229 S. Santee St., Los Angeles, CA 90015
High School
Balanced / mixed

The film shows a realistic family situation in which a lack of interpersonal communication and concern for others leads to family problems.

Other Women, Other Work
Churchill Films, 662 No. Robertson Blvd., Los Angeles, CA 90069
20 min.
Jr.-Sr. High
Female biased / expanded

The film portrays women enjoying their work in traditionally male professions. Gives awareness of additional options available for women who work. Could be included in a unit on careers.

Parenting: Growing Up With Children
Film Fair Communications, 10900 Ventura Blvd., P. O. Box 1728, Studio City, CA 91604
High School
Balanced / expanded

By examining four different but successful parenting situations, the film shows the variety of ways that parenting can be approached. Could lead to a discussion of decision making based on alternatives.

A Place For Aunt Lois
Wombat Productions, Inc., Little Lake, Glendale Rd., P. O. Box 70, Ossining, NY 10562
17 min.
Junior High
Female biased / expanded

A woman who has just separated from her husband has to adjust to her new independence. Her niece tries to find her a new husband so she can be happy again and have children, until she realizes her aunt is a nice person anyway and may be happy even if she is not married. Could be used for discussion of how stereotyped the people in the film are, and whether Aunt Lois can be happy on her own or not.

Roll Over
Herstory Films, Inc., 137 E. 13th St., New York, NY 10003
10 min.
High School
Female biased / expanded

Film has a heavy emphasis on women working in expanded occupational roles. Could be used to illustrate different points of view.

Sex Role Development
CRM Educational Films, Del Mar, CA 92014
23 min.
High School
Balanced / expanded

The film gives examples of stereotyping and follows each with a psychologist's comments about research findings. The film then shows a couple with expanded roles and the Pacific Oaks School in Pasadena, California where the staff uses the androgenous approach.

Waterwheel Village
Fair Communications, 10900 Ventura Blvd., P. O. Box 1728, Studio City, CA 91604
Jr.-Sr. High
Balanced / expanded

Two boys discover a miniature village on a stream. They are impressed until they discover it was constructed by a girl. The film may create questions and open the minds of students.

We Do! We Do!
Teleketics, Franciscan Communications Center, 1229 S. Santee St., Los Angeles, CA 90015
Film 11 min.
High School
Stereotyped / balanced

The film is a satire on the stereotyped roles in marriage but it may have a negative impact on understanding marriage. The film does not deal with alternatives or ways a couple can avoid these problems. Would be difficult to bring out the subtleties.

A Whole New Ball Game
BFA Education Media, 2211 Michigan Ave., Santa Monica, CA 90404
Film
5-8 Grade
Male biased / expanded

Joanne and Martha play tackle football with several boys until Martha's father tells them that girls cannot play football because it is too rough. Then the boys see Joanne differently and want to kiss her. Should discuss the roles and conflicts in society with students before viewing the film.

When I Grow Up
Motorola Teleprograms Inc., 4825 N. Scott St., Suite 23, Schiller Park, IL 60176
18 min.
Sr. high - adult
Balanced / mixed

A series of vignettes demonstrates how stereotyping creeps into teachers; counselors; and administrators' behaviors and then shows positive ways school personnel can help youngsters have expanded role expectations. Especially recommended for preservice and in-service professionals.

Woman Power: A Woman's Place Is
United Nations, Radio and Visual Service, New York, NY, 10017, Sterling Educational films, Distributors
28 min.
Balanced / expanded

A sociological study of a Swedish town and how it overcame rigid stereotyping in a steel mill. The mill made working hours flexible in order to open jobs for women which also freed men to take up greater responsibility in the home. The film showed changes in the schools, in industry, in employment, and in the social lives of these people. Highly recommended.

American Man: Tradition and Change
Butterick Publishing, 161 6th Ave., New York, NY 10013
Filmstrips and audio cassettes
High School
Male biased / expanded (Balanced when used with *American Woman*)

Shows how men have traditionally been trained to repress emotion, suffer in silence and not ask for help, and how these unfair expectations are slowly changing. Discusses how men and women have reversed roles in some cases and how women's liberation may mean men's liberation.

American Woman: New Opportunities
Butterick Publishing, 161 6th Ave., New York, NY 10013
Filmstrips and audio cassettes
High School
Female biased / expanded (Balanced when used with *American Man*)

Gives the history of women and how their roles have changed. Geared toward helping girls understand their choices in today's society.

Are You Listening series — **Couples Who Are Sharing Responsibilities**
Martha Stuart Communications, Inc., 66 Bank St., New York, NY 10014
Videocassette - 29 min.
Young-older adults
Expanded / balanced

Shows couples who are in the process of restructuring their marriages through mutual respect.

Cinderella is Dead
National Education Association, Publications Order Dept., The Academic Bldg., Saw Mill Rd., West Haven, CT 06516
Filmstrip and record
8th Grade - adult
Female biased / expanded

Presents basic labor statistics and facts regarding women in the labor force, demonstrating how 9/10ths of all girls will work some time during their lives, many out of economic necessity. Ends with a discussion of the legislation and institutional changes which have been implemented to reduce sex discrimination.

Food For Thought: An Inquiry Approach To Human Liberation
Mind Media, 1 King's Highway, Westport, CT 06880
Filmstrip, audio cassette, 6 transparencies
Jr.-Sr. High
Balanced / expanded

Gives the history of how sex roles developed and shows differences that exist in cultures around the world. Discusses how technological and social changes help women expand their roles, and how marriages and families are changing as a result. Portrays women who are satisfied with the traditional woman's role along with both men and women who enjoy parenting. Includes a complete teacher's guide.

A Girl Like Me, A Boy Like Me
Miller-Brody Productions, Inc., 342 Madison Ave., New York, NY 10017
2 filmstrips and audio cassettes
Elementary School
Balanced / expanded - when used together

A series of drawings narrated by children that depict both a boy and a girl doing the things they want to do rather than what may be expected of them because of their sex. A clever way of initiating discussion with children of what sex stereotyping is and how it affects them. Includes a complete guideline of how the set may be used in the classroom.

I'm Glad I'm A She, I'm Glad I'm A He
North Carolina Dept. of Public Instruction, Rm. 352, Education Bldg., Raliegh, NC 27611
Filmstrip & Audio Cassette
Jr.-Sr. High
Balanced / Expanded

Demonstrates how both men and women are damaged by restricted sex roles, and how they should be free to be themselves without being limited by sex roles.

Images of Males and Females in Elementary School Textbooks
The Feminist Press, Box 334, Old Westbury, New York, NY 11568
3 Carousels and 1 audio cassette
Jr.-Sr. High
Balanced / expanded, but slightly feminist because it focuses more on females in expanded roles at end.

Analyzes sex bias and stereotypes as seen in the pictures and language of social studies, science and math textbooks at the elementary level. Goes on to show how females can be seen in expanded roles, but it neglects to show males in nontraditional roles. Except for this flaw, it is excellent.

Issues in Sexual Behavior - Homosexuality
Harper & Row, Media, 10 E. 53rd St., New York, NY 10022
Filmstrip
High School
Balanced / expanded

Gives examples of homosexual relations, professional comments by doctors and lawyers, and causal theories of homosexuality. Should be used with value clarification techniques and small group discussion to help promote understanding of homosexuality.

Issues In Sexual Behavior - Prostitution
Harper & Row, Media, 10 E. 53rd St., New York, NY 10022
Filmstrip
High School
Balanced / Expanded

Provides examples of male and female prostitutes, the causes and effects of prostitution, and the way various societies view prostitution. Prior to seeing the film, students should be prepared to discuss social norms and the consequences of deviating from them.

Issues in Sexual Behavior — Rape
Harper & Row, Media, 10 E. 53rd St., New York, NY 10022
Filmstrip
High School
Balanced / expanded

Includes interviews with rapists, victims, lawyers, psychologists, and law enforcement agencies. Presents various views concerning rape. May be a good beginning for discussion. Additional information is needed.

Male and Female Roles
Coronet Instructional Media, 65 E. South Water St., Chicago, IL 60601
6 filmstrips and 6 audio cassettes
High School
Balanced / expanded

Shows that stereotypes still exist even though society has changed and many people have overcome them. Demonstrates how stereotypes can be damaging to both males and females, and that those choosing careers should consider all their options without regard to the former limitations of sex.

Male/Female: Changing Lifestyles
Educational Audio-Visual, Inc., Pleasantville, NY 10570
4 filmstrips and audio cassettes
High school - older adults
Female biased / stereotyped

Discusses the history of women's roles. Needs further discussion of the changes that are being made for both men and women. Parts of film may be used to initiate discussion.

Man and Woman: Myths and Stereotypes
The Center for Humanities, Inc., 2 Holland Ave., White Plains, NY 10603
Slide carousel and audio cassette and record, each for Parts I and II
High school
Balanced / mixed

Excerpts of movies, cartoons, poetry, and portraits are shown that have perpetuated stereotypes throughout history. Tells that we have to break out of these confining roles in order to become individuals and have meaningful relationships with others. Could be used as an introduction to how advertising and other media have created stereotypes, and what we can do to overcome them.

Marriage and the Family
3 M - Minnesota Mining & Manufacturing Co., St. Paul, Minn. 55101
Transparencies
Jr. High
Balanced / expanded

Has good ideas for discussion of married life. Shows both husband and wife sharing the responsibilities of a home. Includes some stereotyping; the father is shown either at a desk or on a construction site, and mother is either on an assembly line or a teacher. Teacher may expand this with discussion.

Masculinity and Femininity
Guidance Associates, 757 3rd Ave., New York, NY 10017
2 filmstrips and 2 audio cassettes
11-12 grade
Balanced / expanded

Directed to the education of the general public on sex stereotyping.

Parenting: Fathers, Mothers, and Others
J. C. Penney, Co., Inc., 1301 Ave. of the Americas, New York, NY 10019
Filmstrips and notebook with suggestions for using them.
Jr. Sr. High
Balanced / expanded

A well done unit on "What is a Parent?", "What is a Child?", and "What is Parenting?" show what parents can be, what children need, and the ways relationships between them can be enhanced by improved communication.

The Re-Education of Women and Men: Creating New Relationships
The Center for Humanities, Inc., 2 Holland Ave., White Plains, NY 10603
Slide carousel and audio cassette or record, each for Parts I and II
High school
Balanced / expanded

Focuses on learned sex roles and how they can be overcome so that they are not limiting. Designed for classroom use by being interspersed with value clarification questions so that students may examine their own sex-role awareness.

Sex Stereotyping - Parts I and II
National Education Association, Publications Order Dept., the Academic Bldg., Saw Mill Rd., Wes West Haven, CT 06516
Filmstrip & record
8th Grade - adult
Balanced / expanded

Explains that ascribed sex traits and sex stereotypes do not reflect today's reality. Shows how stereotypes are perpetuated via the school and its personnel, by parents and other institutions. Ends with what you can do to combat sex stereotyping. An easy-to-follow filmstrip.

Women:
Prentice-Hall Media, Inc., 150 White Plains Rd., Tarrytown, NY 10591
10 filmstrips & cassettes-4 units
High school
Female biased / expanded
Subjects I Struggle for their Bodies, Struggle for their Minds, Health and Reproduction
II In Business, In Professions and Politics, Breaking Job Traditions
III On Their Own, At Home and in the Community
IV Women Talk About Change, Men Talk About Change

Gives a complete history of women and the advances they have made in their expansion of roles. Shows both women happy in their work and other women happy with the traditional roles. Emphasizes that further changes are needed. Unit IV finally mentions men and the new opportunities that are being provided for them. Unit IV could be used alone, the other units need to be paralleled with a discussion of men.

Women at Work: Choice and Challenge
Guidance Associates, 757 3rd Ave., New York, NY 10017
2 filmstrips and 2 tapes
Female biased / expanded

Gives a history of women's role in the work force in Part I. Shows women who are holding jobs that have traditionally been male in Part II. Needs parallel discussion of men.

You/Me/We: Making Marriage Work
Guidance Associates, 757 3rd Ave., New York, NY 10017
2 filmstrips and 2 cassettes
Sr. high
Balanced / expanded

Gives a positive view of marriage and what it means to a variety of people. Includes interviews with four different couples. Shows the marriage styles they found successful and the importance of each individual couple working out what is right for them.

Brief Highlights Of The Equal Pay Act of 1963

The Equal Pay Act prohibits discrimination because of sex. Men and women performing work in the same establishment under similar conditions must receive the same pay if their jobs require equal skill, effort and responsibility. Differentials in pay based on a seniority or merit system, a system that measures earnings by quantity or quality of production, or any other factor other than sex are permitted.

Employers may not reduce the wage rate of any employee in order to eliminate illegal differentials. Labor organizations are prohibited from causing or attempting to cause employers to violate the act.

The act was approved in 1963 as an amendment to the Fair Labor Standards Act and applies to most workers in both the public and private sectors, including executive, administrative, and professional employees and outside sales personnel.

The Labor Department's Wage and Hour Division, which enforced the act until July 1979, officially interpreted its provisions to apply to "wages," which include all remuneration for employment. Thus, the act prohibits discrimination in all employment-related payments, including overtime, uniforms, travel, retirement, and other fringe benefits. The Supreme Court has upheld the position that jobs of men and women be only "substantially equal" - not identical - for purposes of comparison under the law.

The act is now enforced by the Equal Employment Opportunity Commission. Further information is available from district or area offices of the Commission or from:

Equal Employment Opportunity Commission
Washington, D.C. 20506

Brief Highlights of Title VII of the Civil Rights Act of 1964, as Amended by the Equal Employment Opportunity Act of 1972 and the Pregnancy Discrimination Act

Title VII prohibits discrimination based on sex, as well as on race, color, religion, and national origin, in hiring or firing; wages; fringe benefits; classifying, referring, assigning, or promoting; extending or assigning use of facilities; training, retraining, or apprenticeships; or any other terms, conditions, or privileges of employment.

The law covers employers of 15 or more employees, employment agencies, labor organizations with 15 or more members, and labor-management apprenticeship programs. In 1972, educational institutions and State and local governments were brought under coverage (also, enforcement procedures for the affirmative program of equal opportunity in Federal employment — previously enunciated in Executive Order 11478 — were substantially strengthened). Indian tribes are totally exempt as employers. Religious institutions or associations are exempt with respect to the employment of individuals of a particular religion in work connected with carrying out their activities. State and local elected officials, their personal staff, and policymaking appointees are excluded from the definition of "employee".

Title VII was amended by Public Law 95-555, approved October 31, 1978, to make clear that discrimination on the basis of pregnancy, childbirth, or related medical conditions constitutes unlawful sex discrimination. The amendment, referred to as the Pregnancy Discrimination Act, does not require employers to provide special benefits for pregnant employees or to institute new programs. It simply requires that women affected by pregnancy be treated the same for all employment-related purposes as other persons not so affected but similar in their ability or inability to work. Employers are not required to provide health insurance benefits for abortion, except where the life of the mother would be endangered if the fetus were carried to term, or except where medical complications have arisen from an abortion. However, the amendment specifically permits an employer to provide abortion benefits and does not otherwise affect bargaining agreements in regard to abortion. The amendment was effective immediately with respect to prohibiting policies such as refusal to hire or promote pregnant women; it was effective 180 days later (April 29, 1979) with respect to fringe benefit programs or funds or insurance programs in effect on the date of approval.

The Equal Employment Opportunity Commission (EEOC), which enforces title VII, has issued "Guidelines on Discrimination Because of Sex." These guidelines bar, among other discriminatory acts, hiring based on stereotyped characterization of the sexes, classification or labeling of "men's jobs", and "women's jobs", and advertising under male or female headings.

The guidelines declare that State laws which *prohibit* or *limit* the employment of women conflict with and are superseded by Title VII. On the other hand, where State laws require *benefits* such as minimum wage and overtime pay for women only, an employer may not refuse to hire female applicants to avoid these payments. Moreover, it must provide the same benefits for male employees. Similar provisions apply to rest and meal periods and physical facilities. However, if it can be proved that business necessity precludes providing these benefits to both men and women, the employer must not provide them to members of either sex.

In 1979, the EEOC revised the guidelines to bring them into conformity with the Pregnancy Discrimination Act. Along with the revision, it published a series of questions and answers that responded to urgent concerns raised by employers, employees, unions, and insurers who had sought guidance as to their rights and obligations under the law.

Other guidelines issued by the agency (either by itself or jointly with other Federal civil rights agencies) deal with such subjects as voluntary affirmative action, employee selection procedures, and sexual harrassment.

Further information is available from district or area offices of the EEOC or from:

Equal Employment Opportunity Commission
Washington, D.C. 20506

V. WHAT GENDER EQUITY MEANS TO NUNNELLEY COLLEGE

Nunnelley College became actively involved in the issue of gender equity when the first of three state grants was funded in January, 1986. The first and second projects were devoted to eliminating sex bias and sex stereotypes in Nunnelley's programs, activities and publications.

In implementing the first two projects, Nunnelley officials worked to actively recruit males and females for nontraditional programs and to make all students and potential students aware of the opportunities that await them at Nunnelley and in the workplace.

Nunnelley personnel participated in workshops and worked with their students to promote the ideals of gender equity in their classrooms and activities. The Job Placement Officer advertised nontraditional careers and informed the students of all job possibilities. Nunnelley College was proud to promote itself as a true equal educational opportunity institution.

And all of these activities continue today, but this project had a different direction: to those who see our students before we do and who have an enormous impact on their futures.

As a counselor, you are our link to students. They trust you and believe in you. Because of your influence, we want you to know what we have to offer, what we can do for your students, and what gender equity means to us.

Nunnelley State Technical College is a two-year institution accredited by the Southern Association of Colleges and Schools. We offer training in 17 trade and technical areas including Automobile Body Repair and Refinishing; Automobile Mechanics; Bricklaying; Business and Office Education (Accounting, Secretarial and Clerical Technology); Carpentry and Cabinet Making; Computer Information Systems (Programming and Operation); Cosmetology; Diesel and Heavy Equipment Repair; Drafting and Design Technology; Electronics/Industrial Electricity Technology; Heating and Air Conditioning Technology; Machine Shop Technology; Practical Nursing; and Welding Technology.

The Associate in Applied Technology Degree is awarded in the fields of Computer Information Systems (Programming), Drafting and Design Technology, and Electronics/Industrial Electricity. Other programs award diplomas. We have linkage agreements with other Alabama two-year colleges, Athens State College, and Jacksonville State University.

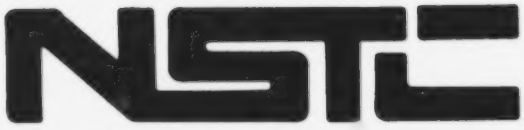
We are extremely proud of our Cooperative Education/Placement Office. Since December 1985, placement of students has been consistently higher than 80 percent with some programs boasting 100 percent placement. A one-on-one, personalized approach, coupled with sophisticated computer assistance is Nunnelley's way of helping its graduates find jobs.

Through Cooperative Education, students earn valuable work experience while they complete college. Students also receive personal, financial and vocational counseling from a team of Student Services personnel.

Flexible scheduling and low expenses ($200 tuition full time per quarter) are two more ways that Nunnelley helps its students prepare for the future. And several full tuition scholarships are available every year.

Of course, men and women are welcome to any program that interests them at Nunnelley — it's the law and your students know that. But just obeying the law isn't enough for us at Nunnelley. We want your students to know that first we seek dedicated, interested, determined young people for our programs. We want the best — male or female makes no difference. We believe that we have the best to offer our students, and we want them to give us their best, in traditional or nontraditional programs. It's their choice. That's what gender equity means to us.

Handbook written by Karon Jones



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